

Big6 by the Month

**Delivering Essential
Information Literacy
Learning to All
Students**

**April
Evaluation**



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Washington



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Oregon

The Team!



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Agenda

- 1) Brief review of ***Big6™ by the Month***
- 2) **Defined:** Evaluation Power Objectives
- 3) **Predictable:** Lesson Ideas
- 4) **Measured:** Assessment
- 5) **Reported:** Options for each target audience



Big6™ by the Month

Comprehensive information literacy
that is:

- ✓ Defined
- ✓ Predictable
- ✓ Measured
- ✓ Reported

Implementing Big6™ by the Month

DEFINED: For each month, determine 2-4-8 *power Grade Level Objectives* based on the designated *Big6/Super3 stages*.

PREDICTABLE: adopt, and adapt the *Big6 by the Month* schedule to your own school setting and calendar.

For each month, link to classroom/subject areas:
if available, use existing curriculum or curriculum mapping info.
if necessary, conduct *Assignment Mapping*.

For each week, develop instructional lessons based on *Grade Level Objectives* linked to *classroom assignments*.

MEASURED: For each month, develop *Big6/Super3 Assessment* (approach, evidence, criteria) based on *Grade Level Objectives* and linked to classroom assignments.

REPORTED: Determine audience and means of *reporting* to that audience; document and communicate performance.

Big6™ by the Month

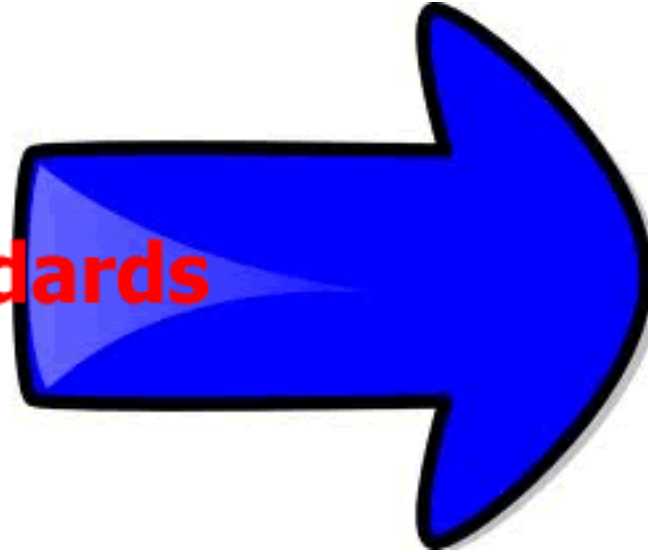


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Standards



**Grade
Level
Objectives**





Evaluation

ICT Literacy Standards

AASL	<p>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p>
ISTE NETS	<p>1a. apply existing knowledge to generate new ideas, products, or processes.</p> <p>2b communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p>



Evaluation

Related Common Core Standards

Writing

5. Develop and strengthen writing as needed by planning, **revising**, editing, rewriting, or trying a new approach.
10. Write routinely over extended time frames (time for research, **reflection**, and **revision**) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematical Practices

1. Make sense of problems and persevere in solving them:
... monitor and **evaluate progress**
8. Look for and express regularity in repeated reasoning:
... continually **evaluate the reasonableness of** their immediate **results**



Evaluation

Look at *your* state's content standards:

<http://www.educationworld.com/standards/state/index.shtml>

and/or the Common Core *corestandards.org*

Can you find standards related to evaluation?

6.1 Judge the product.

6.2 Judge the process.



Evaluation

6.1 Judge the product (effectiveness).

Look at **your** state's content standards: <http://www.educationworld.com/standards/state/index.shtml> and/or corestandards.org Fill in standards related to evaluation.

Related Content Standards from the state of _____	
Language Arts	
Social Studies	
Science	
Other:	
Information Literacy	



Evaluation

6.2 Judge the process (efficiency).

Look at **your** state's content standards: <http://www.educationworld.com/standards/state/index.shtml> and/or corestandards.org Fill in standards related to evaluation.

Related Content Standards from the state of _____	
Language Arts	
Social Studies	
Science	
Other:	
Information Literacy	

Month: April Big6 Stage: Evaluation

Grade Level Objectives	Grades						
	Cross-Grade Objective	K	1	2	3	4	5
	3.1 Assess the quality of the product - criteria	A. Compare product to criteria	A. Compare product to criteria	A. Compare product to criteria	A. Compare product to criteria	A. Compare product to criteria	A. Identify product’s strengths and weaknesses according to task criteria
	3.1 Assess the quality of the product - reflect	B. Reflect on final product	B. Reflect on final product	B. Judge the final product	B. Judge the final product	B. Judge the final product	B. Critique final product
	3.1 Assess the quality of the product - improve	C. Explore ideas for improvement of the product	C. Discuss ideas for improvement of the product	C. Generate ideas for improvement of the product	C. Generate ideas for improvement of the product	C. Generate ideas for improvement of the product	C. Identify areas for improvement of the product
	3.2 BM 8 Evaluate how the process met the need for information	B. Discuss how well the process worked	B. Discuss how well the process worked	B. Describe how well the process worked	B. Describe how well the process worked	C. Describe how well the process worked	B. Describe how well the process worked
							D. Discuss areas for improvement in the process

Month: April Big6 Stage: Evaluation

Grade Level Objectives	Grades					
	Cross-Grade Objective	6	7	8	9-10	11-12
	3.1 BM 8 Assess the quality and effectiveness of the product - criteria	A. Describe product's strengths and weaknesses according to task criteria	A. Evaluate product's strengths and weaknesses according to task criteria	A. Self-evaluate product's strengths and weaknesses according to task criteria	A. Use guidelines to self-assess the product	A. Self-assess the product
	3.1 BM 8 Assess the quality and effectiveness of the product - critique	B. Critique final product	B. Critique final product	B. Use guidelines to compare self-evaluation to teacher and peer evaluations	B. Use guidelines to compare self-assessment to teacher and peer evaluation	B. Compare self-assessment to teacher and peer evaluations
	3.1 BM 8 Assess the quality and effectiveness of the product - improve	C. Identify areas for improvement of the product	C. Identify areas for improvement of the product	C. Identify areas for improving the product	C. Revise, edit, rewrite based on assessments	C. Consider revision, editing, rewriting based on assessments
	3.2 BM 8 Evaluate how the process met the need for information	A. Examine task-completion process	A. Examine task-completion process	A. Appraise task-completion process	A. Examine the strengths and weaknesses of the process	A. Judge the strengths and weaknesses of the process
		B. Identify areas for improvement in the process	B. Identify areas for improvement in the process	B. Identify areas for improvement in the process	C. Reflect on the process to make improvements	C. Reflect on the process to make improvements

Big6 by the Month (2013). Extracted from Essential Learning Expectations for Information Literacy

www.opi.mt.gov/pdf/Standards/10FebELE_LibMedia.xls The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC.

www.big6.com

Month: _____ **Big6 Stage:**

Grade Level Objectives	Grades					
	Cross-Grade Objective					

Big6™ by the Month



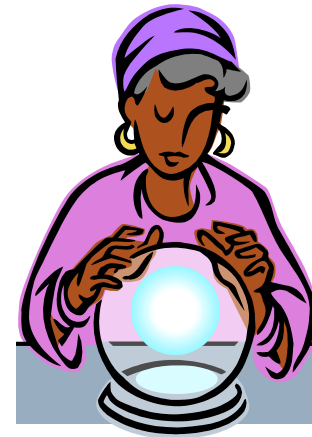
Comprehensive information literacy that is:

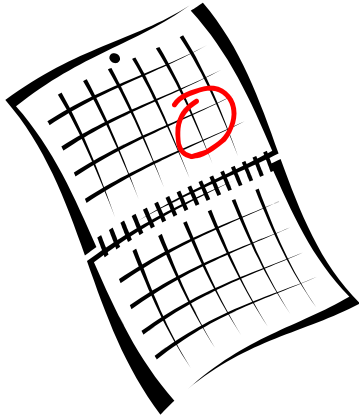
✓ Defined

✓ ***Predictable***

✓ Measured

✓ Reported





Big6™ by the Month **2012-2013**



Sept: Overview of the
process

Oct: Task Definition

Nov: Info Seeking
Strategies

Dec: Location &
Access

Jan: Use of Info

Feb: Revisit and
Reflect

Mar: Synthesis

Apr: Evaluation

May: Culminating
Activities



Evaluation



Lesson Ideas

Predictable – Planning Actions

For identified Grade Level Big6 Power Objectives, connect to subject areas, assignments:

1. Select grade level Big6 Power Objectives.
2. Identify 1-2 subject area assignments - by grade & teacher.
3. Develop **Evaluation** lessons targeted to the assignments.



Evaluation

Big6™ Power Objectives



- **Grade 5-8:** Assess the quality and effectiveness of the learning product. [from AASL 3.4.2]
- **6.1 Judge the product**
Use checklist to assess the assignment

Subject Area Assignment

- **Grade 5-8: Science Fair Project**

A good Science Fair project involves the student in a journey of discovery, driven by curiosity. It typically starts with a student proposing a question or hypothesis, and doing some background research. The student then develops an experimental apparatus or procedure that will produce data, from which the student can draw conclusions to prove (or disprove) the hypothesis, or answer the question. (from A. Gale (1997) *California State Science Fair/What Makes a Good Project?* www.usc.edu/CSSF/Resources/Good_Project.html)

Check List For Completing a Science Fair Project

Before you take your project to school or to the science fair, answer the following questions to make sure that you have done your best work:

1. Evaluate your method. Was the method the best way to prove or disprove the hypothesis?

___ yes ___ no

If you answered "no," then what would you change about the method? Add this to your conclusion.

2. Evaluate your background research. Did your background research give you adequate information about your subject to help you start planning your experiment? ___ yes ___ no

If not, what information should you have researched?

Is it too late to add this information to your report? ___ yes ___ no

3. Evaluate your display. Does your display contain your name and a title?

___ yes ___ no

Is the displayed text word processed, neat and organized using headings and subheadings?

___ yes ___ no

Do the text, graphics, and photographs help the judges and audience understand your process and results?

___ yes ___ no

Are your materials dangerous?

___ yes ___ no

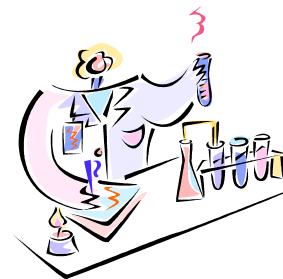
Can your materials break or spill and harm young children who may look at your project?

___ yes ___ no

If you answered "yes," what can you do to prevent an injury? This is very important!

Would you be proud for anyone to view this project?

___ yes ___ no



Evaluation

Big6 Power Objectives



- **Grade 10:** Assess the processes by which learning was achieved. [from AASL 3.4.1]
- **6.2 Judge the process**
 - Use rubrics to assess the process
 - Identify areas for improvement

Subject Area Assignment

- **Grade 10: Social Studies: US History, Civil War**

Group research on the social, political or economic perspective of key historical figures. Each student within the group will be assigned one historical personality to research.

(from R. Berkowitz, (n.d.) "Civil War: A Study in Change,"

(<http://big6.com/pages/lessons/lessons/u.s.-history-civil-war-a-study-in-change.php>)

Use rubrics

Research Process Rubric - Middle School

CATEGORY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research Questions	3 points	2 points	1 point	0 points	___/3
	Wrote thoughtful, creative, well-worded specific questions that were relevant to the assigned topic.	Wrote well-worded, specific questions that were relevant to the assigned topic.	Wrote questions which lacked focus, were poorly stated, and were not entirely relevant to the assigned topic.	Wrote questions which lacked a specific focus, were poorly stated, and not relevant to the assigned topic.	
Selection of Sources	3 points	2 points	1 point	0 points	___/3
	Identified highly appropriate sources in a variety of formats (books, journals, electronic sources).	Identified mostly appropriate sources in a variety of formats (books, journals, electronic sources).	Identified a few appropriate sources but made little attempt to balance format types.	Identified no appropriate sources in any format.	
Note-taking & Keywords	3 points	2 points	1 point	0 points	___/3
	Extracted relevant information.	Extracted mostly relevant information.	Extracted a lot of information which wasn't relevant.	Extracted irrelevant information.	
	Brainstormed keywords, categories, related terms that were effective in researching the questions.	Selected mostly effective keywords to use in researching the questions.	Selected some keywords that were not effective in researching the questions.	Selected no effective keywords to use in researching the questions.	

<http://www2.uwstout.edu/content/profdev/rubrics/middlelschresearchrubric.html>



Student Self Evaluation Sheet:

NAME:

1. What did you enjoy most about this project?
Why?
2. What part of this project did you do the best on? Why?
3. Which part of this project was most difficult for you to do well on? Why?
4. What one concept did you find most interesting to learn about? What did you learn about that concept?
5. If you had to do another project like this, what could you do to get a better result?

Student Self Evaluation Sheet	
NAME:	DATE:
PROJECT: _____	
✓ What did you enjoy most about this project? Why?	
✓ What part of this project did you do the best on? Why?	
✓ Which part of this project was most difficult for you to do well on? Why?	
✓ What one concept did you find most interesting to learn about? What did you learn about that concept?	
✓ If you had to do another project like this, what could you do to get a better result?	

(adapted from R. Berkowitz, (n.d.) "Civil War: A Study in Change,"
<http://big6.com/pages/lessons/lessons/u.s.-history-civil-war-a-study-in-change.php>

Big6™ by the Month



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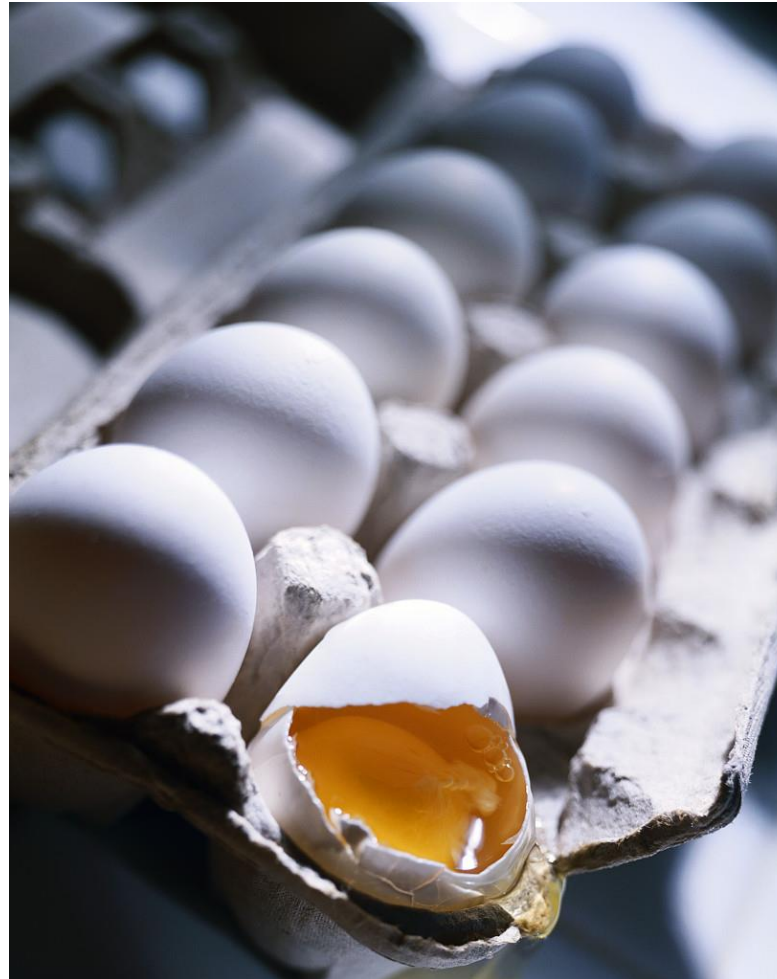
✓ ***Measured***

- ✓ Reported



Evaluate

Take a
break to
reveal
what you
have
learned
and think
about
where that
learning
has taken
you.



Evaluation

- 6.1 Judge the product.
- 6.2 Judge the process.

✓ **Measured**

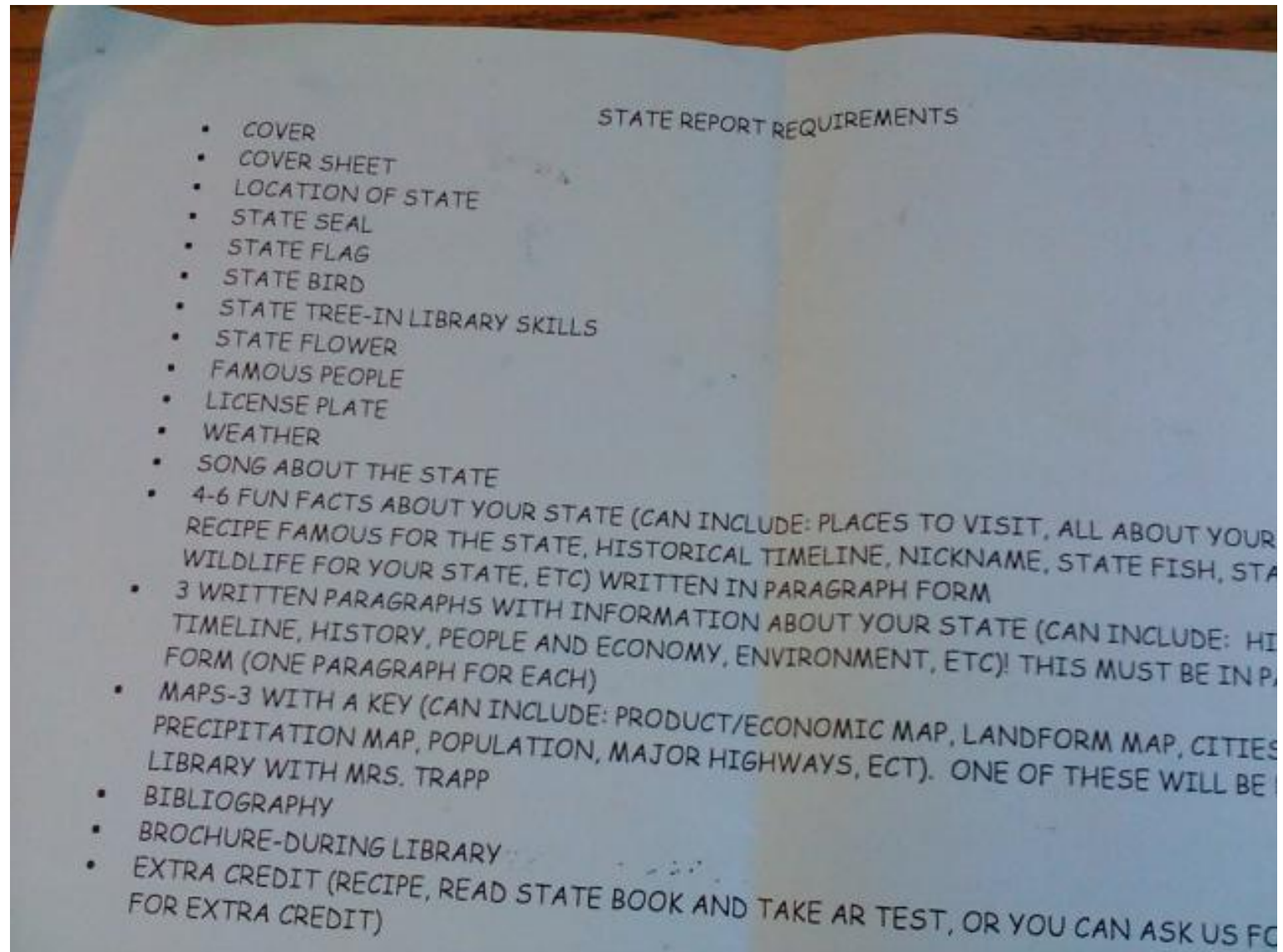


Criteria

- ✓ Completeness
- ✓ Quality
- ✓ Organization
- ✓ Creativity
- ✓ Insight

Evidence

- ✓ Portfolios
- ✓ Research Projects
 - Papers
 - Videos
 - Artwork
 - Web 2.0+
- ✓ Lab Reports
- ✓ Tests





Sample Template (UbD Model)

✓ **Measured**

Unit Plan

Desired Results	Big6™ Stage 6 - Evaluation	Content Standards
	Enduring Understandings	Essential Questions
Assessment Evidence	Performance Tasks	Content Assessment
	Information Skills Assessment/Performance Rubric	Evidence
Learning Plan	Lesson Progression	Materials and Resources
	Web sites/Reference	Other Details

Performance Rubric

✓ *Measured*



9 th Grade Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Assess the quality and effectiveness of the product.	A. unlikely to self-assess the product accurately B. be unlikely to compare self assessment to teacher and peer evaluations C. be unlikely to revise, edit, rewrite	A. be likely to use guidelines to realistically self-assess the product B. compare self assessment to teacher and peer evaluations with guidance C. be likely to revise, edit, or rewrite based on assessments	A. use guidelines to self assess the product B. use guidelines to compare self assessment to teacher and peer evaluations C. revise, edit rewrite based on assessments	A. accurately self-assess the product B. engage in a detailed comparison between self-assessment and teacher and peer evaluations C. independently revise, edit, rewrite based on peer, teacher and self assessment
2. Evaluate the process in order to revise strategies.	A. be unlikely to examine the strengths and weaknesses of the process B. be unlikely to evaluate time management throughout the process C. struggle to reflect on the process to make improvements	A. be likely to examine the strengths and weaknesses of the process B. be likely to evaluate time management at some point during the process C. inconsistently reflect on the process to make improvements	A. examine the strengths and weaknesses of the process B. evaluate time management throughout the process C. reflect on the process to make improvements	A. critically examine the strengths and weaknesses of the process B. consistently evaluate and refine time management throughout the process C. consistently reflect on the process to make improvements

<h1>5th Grade State Report</h1>		Standards: Information Literacy: A student must evaluate the product and learning process. Social Studies: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). Writing: Students will write to communicate effectively for a variety of purposes and audiences. Visual Arts: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.	
Evidence	Evaluation Criteria	Due Date	Complete
Written Reports <ul style="list-style-type: none"> Cover Cover sheet 3 Paragraph Expository Report Cited Sources Report Checklist 6+1 Traits Rubric 	Ideas Organization Voice Word Choice Sentence Fluency Conventions Completeness Accuracy		
Maps <ul style="list-style-type: none"> Land forms Political Products, Economy or Weather Creating Map Rubric 	Neatness Completeness Accuracy		
State Brochure <ul style="list-style-type: none"> State seal State flag State bird State tree State flower License plate Timeline of state history Brochure Checklist 6+1 Traits Rubric 	Ideas Organization Voice Word Choice Sentence Fluency Conventions Completeness Presentation		
Multi-media <ul style="list-style-type: none"> State song Tourism Video Video Production Checklist 	Creativity Organization Presentation		
Other <ul style="list-style-type: none"> State recipe Taste Test Rubric 	Authenticity Taste Presentation		

Evaluate the Product

✓ *Measured*



5 th Grade State Report Evidence	Evaluation Criteria	Self Evaluation Statements	Yes	Not Yet
Written Reports <ul style="list-style-type: none"> • Cover • Cover sheet • 3 Paragraph Expository Report • Cited Sources • Report Checklist • 6+1 Traits Rubric 	Ideas	<p>I have included ideas that I knew before about my state.</p> <p>I have included ideas that were new and surprising to me about my state.</p> <p>My ideas really give accurate and specific details to describe my state .</p> <p>The details are focused on my state and don't wander into other states or topics.</p>		
If you answered "not yet" for your self evaluation, please explain what you feel you need to do to get to "yes."				



Evaluate the Process

Big6™	Yes (2)	Almost (1)	No (0)
1. Task Definition 1.1 I defined the information problem 1.2 I identified the information needed			
2. Information Seeking Strategies 2.1 I determined all possible sources 2.2 I selected the best sources			
3. Location and Access 3.1 I located sources 3.2 I found information within sources			
4. Use of Information 4.1 I engaged the information (e.g., read, hear, view, touch) 4.2 I extracted relevant information			
5. Synthesis 5.1 I organized from multiple sources 5.2 I presented the information			
I need to work on <u>1.1</u> and <u>2.2</u> .			
I really like <u>2.1</u> and <u>5.2</u> .			

Big6™ by the Month



Comprehensive information literacy that is:

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✓ ***Reported***

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING				
WRITTEN COMMUNICATION	A			
MATHEMATICS	A			
SCIENCE/HEALTH	C			
SOCIAL STUDIES	B			
ART	B			
MUSIC	A			
PHYSICAL EDUCATION	A			
INFORMATION LITERACY	C			
Grade Average	B			
Attendance:	Present	48		
	Absent	0		
	Tardy	1		

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
 U = Unsatisfactory • I = Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____

✓ *Reported*



Audience



Options



Student Self Evaluation Sheet

NAME: _____ DATE: _____

PROJECT: _____

✓ What did you enjoy most about this project? Why?

✓ What part of this project did you do the best on? Why?

Worksheet 7.11:
Sample Super3™—Review

Name: _____

Review 2

Supr
• Plan
• Do
• Rev

I followed all directions.

I found all the information I needed.

I answered all questions.

I did my best work.

I checked my work for mistakes.



Big6™

1. Task Definition

- 1.1 I defined the information problem
- 1.2 I identified the information needed

2. Information Seeking Strategies

- 2.1 I determined possible sources
- 2.2 I selected the best sources

3. Location of Sources

- 3.1 I located sources
- 3.2 I found information within sources

4. Use of Information

- 4.1 I engaged the information (e.g., read, hear, view, touch)
- 4.2 I extracted relevant information

5. Synthesis

- 5.1 I combined information from multiple sources
- 5.2 I presented information

I really like 1.1 and 2.2.

I really like 2.1 and 5.2.

5th Grade State
Report Evidence

Evaluation Criteria

Self Evaluation Statements

Yes

Not Yet

Written Reports

- Cover
- Cover sheet

- 3 Paragraph

- Expository Report

- Cited Sources

- Report Checklist

- 6+1 Traits Rubric

Ideas

Yes (2)

Almost (1)

No (0)

I have included ideas that I knew before about my state.

I have included ideas that were new and surprising to me about my state.

My ideas really give accurate and specific details to describe my state.

The details are focused on my state and don't wander into other states or topics.

If you answered "not yet" for your self evaluation, please explain what you feel you need to do to get to "yes."

5th Grade State
Report Evidence

Evaluation Criteria

Self Evaluation Statements

Yes

Not Yet

Written Reports

- Cover
- Cover sheet

- 3 Paragraph

- Expository Report

- Cited Sources

- Report Checklist

- 6+1 Traits Rubric

Ideas

I have included ideas that I knew before about my state.

I have included ideas that were new and surprising to me about my state.

My ideas really give accurate and specific details to describe my state.

The details are focused on my state and don't wander into other states or topics.

If you answered "not yet" for your self evaluation, please explain what you feel you need to do to get to "yes."



Audience: Parents and Significant Adults

✓ *Reported*

Sample Message for April

Dear Parents/Guardians:

During the month of April, your student will be working on a variety of projects and assignments. As part of each project, we will be focusing on Stage 6 of the Big 6 information problem solving model: Evaluation. You can help reinforce these skills by asking them questions that relate to:

- 6.1 Judging their work
- 6.2 Judging the process of creating projects and assignments

The chart in this message details the skills students will practice and some questions you can ask to help students be successful as they complete assignments and projects.

Please contact me if you have any questions.

Sincerely,
Mrs. Bartow

9 th Grade Students will be able to:	Questions to Ask
describe the quality of their project or assignment using the requirements	Did you complete all of the project or assignment requirements? Did you do your best job on each of the components?
describe the process used to complete the project or assignment describe the strengths and weaknesses of their approach to completing the project	What did you do to manage and organize each of the components of the project or assignment? What would you do differently the next time you have a project or assignment like this?

How you report is as important as what you are reporting.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
INFORMATION LITERACY	B			
Grade Average	B			
Attendance:				
Present	48			
Absent	0			
Tardy	1			
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

Do your current reporting methods clearly communicate

- criteria for success?
- evidence of learning?
- current status?



Evaluate Instruction

Evaluating Big6™ Units by Barbara Jansen

- How successful was this Big6 unit? Will you teach it again?
- How successful was the level of student engagement?
- How effectively were the learning objectives or standards met?
- What do you need to consider or change the next time you teach this unit?

▼ Big6 by the Month

AUGUST - Foundation

SEPTEMBER - Overview

OCTOBER - Task Definition

NOVEMBER - Information
Seeking Strategies

DECEMBER - Location &
Access

JANUARY - Use of
Information

FEBRUARY - Revisit and
Reflect

MARCH - Synthesis

APRIL - Evaluation

MAY - Culminating Activities

The Team

News & Posts

Files

Benchmark Dates

Sitemap

Join Our Discussions



Participate

Google Site

<http://sites.google.com/site/big6xthemonth>

Google Discussion Group

<http://groups.google.com/group/b6month>

Useful Links Big6™ Stage 6: Evaluation



The Big 6 Associates, LLC <http://www.big6.com>

"Super3 Writing Checklist" by Laura Robinson

http://big6.com/media/freestuff/lmc_march08_402.pdf

"Checklist for Completing an Assignment" by Barbara Jansen

<http://big6.com/media/freestuff/checklist-for-completing.pdf>

"Evaluate Your Research Skills Checklist" by Barbara Jansen

http://big6.com/media/freestuff/checklist_big6_evaluation.pdf

"Evaluation: the Final Step" by Ru Story-Huffman

<http://big6.com/pages/lessons/lessons/evaluation-the-final-step.php>

"Rubric for Assessment: Integrated Problem Solving Model"

<http://big6.com/pages/lessons/assignments/rubric-for-assessment-integrated-problem-solving-model.php>

"Have students use The Big6 to solve problems" by Melissa Thibault includes tips to encourage self-reflection <http://instructify.com/2010/02/24/big6-problemsolving/>

"Assessment and Rubric Information" by Kathy Schrock <http://www.schrockguide.net/assessment-and-rubrics.html>

MidLink Magazine Rubrics and Evaluation Resources <http://ncsu.edu/midlink/ho.html>

RubiStar sample and customizable rubrics <http://rubistar.4teachers.org/>

TRAILS: Tools for Real-Time Assessment of Information Literacy Skills <http://www.trails-9.org/>

"Evaluating Big6 Units" by Barbara Jansen. http://big6.com/media/freestuff/Evaluating_Big6_Units.pdf



Mike Eisenberg
Washington



Janet Murray
Oregon

**Thank
You!**



Sue Wurster
New York



Colet Bartow
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